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ABSTRACT

This content analysis schedule for the Region XIII Bilingual Education Program of Austin, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development, general objectives, self esteem, and parental involvement. (SK)

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Austin, Texas

PROJECT BEST
Bilingual Education Applied Research Unit
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695 Park Avenue
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ED 074870

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

DATA VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

✓ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	Aug. 1970	June, 1971	
Pre-audit	Aug. 1970	Sept., 1970	
Interim audit			
Final audit			

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FL 004 215

Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	1
2.0	FUNDING	
	2.1 Funding of Bilingual Program, Prior to Title VII	1
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
	4.1 Number of Schools Involved	2
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
	6.1 Existence of Survey	4
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Means of Communication	4
	6.4 Determination of Students' Language Dominance (if not in Survey)	5

0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16

11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 94

Data VERIFIED by project

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Charles Nafus Date 3/31/72

0.2 Name of Project Region XIII Bilingual Education

0.3 Address of Project 6504 Tracor Lane

0.4 Austin, Texas 78721

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	(25)-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97) - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 --

2.3 Prior bilingual program involved: 2.3 --
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 --
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1 C,3

0.3 Address of Project 6504 Tracor Lane

0.4 Austin, Texas 78721

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	(25)-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
(97) - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 --

2.3 Prior bilingual program involved: 2.3 --
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 --
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned
C = Continuation document 2.5 1 C,3

2.6 Concurrent program cooperating with Title VII involves: 2.6 --2
1-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,2,4
(1)-local 4-federal (specify)
(2)-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 $101,250. C,3

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 69,200. C,3

3.0 (1)-If a UNIVERSITY is working with the Title VII program, specify which: The University of Texas 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 3 p.6

1-one 4-four 0-not specified
2-two 5-five P = Proposal document
3-three 6-other

C,4; P,6

See Xerox 2a

4.2 Total number of students in program A. First year 4.2 A 150 P,3
B. Second year B 412 C 4
C. Third year C 446

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B	TOTAL students gr. 7-9

4.3 PSK
A
B
C

Grade	Number of Classes
1-grade 1	5 C,15
2-grade 2	5 (added in '70)
3-grade 3	5 (added in '71)
4-grade 4	
5-grade 5	
6-grade 6	
A 412	TOTAL students gr. 1-6

C,4

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue 377	I N-E Dom - NEMT: 377	II E-Dom - NEMT
2. Total English Mother-Tongue 35		II_2 E-Dom - EMT: 35

5.0		No.	%
NE dom N-EMT	I	377	91
E dom NEMT	II_1	....	....
E-Dom EMT	II_2	35	9

I Total Non-English Dominant: 377

II Total English Dominant: 35

Total E-Dom II= II_1 + II_2 35 9

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B	TOTAL students gr. 7-9

4.3 PSK
A
B
C

Grade	Number of Classes
1-grade 1	5 C,15
2-grade 2	5 (added in '70)
3-grade 3	5 (added in '71)
4-grade 4	
5-grade 5	
6-grade 6	
A 412	TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

C,4

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue 377	I N-E Dom - NEMT: 377	II E-Dom - NEMT
2. Total English Mother-Tongue 35		II_2 E-Dom - EMT: 35

I Total Non-English Dominant: 377

II Total English Dominant: 35

5.0		No.	%
NE dom N-EMT	I	377	91
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	35	9
Total E-Dom II= II_1 + II_2		35	9

KEY:

	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

Question 4.0 2a

SCOPE OF PROJECT

Part II

I. ABSTRACT

The major objective of the Region XIII Bilingual Education Project is to develop model programs which can be demonstrated and replicated in any school in need of bilingual instructional programs. The first year of the project will involve five pilot and two control first grade classes on three elementary campuses. Three major components will be developed in the project. The first component being the organization and implementation of the instructional programs in the three schools. The second component will be the development of a system to identify, utilize, and evaluate a broad range of materials to support the model program. A third major component shall be the development of a parental program that will involve parents in the target areas and make them cognizant of the educational and cultural needs of Mexican-American children and adults.

Specific program objectives will include the development of communicative and computative skills in two languages, to instill an appreciation for the child's culture, and to expand the academic and vocational potential of the Spanish speaking child. Program procedures and objectives for both the materials and parental components are presented in detail in other sections of this proposal.

The project staff which will include a director, materials specialist, and parental coordinator will devote fifty to seventy-five percent of their time and effort to the three model schools or activities directly related to those schools. However, the staff will be available to work with other schools in the fifteen counties which comprise Region XIII to provide technical assistance in organizing bilingual programs.

In five years this project will develop comprehensive bilingual education programs, grades 1 - 6 in at least the three elementary schools in which the program is initiated. Through conferences and other dissemination efforts all schools in Region XIII will be made aware of the concept of bilingual education and the need for its implementation.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian Americans of other ethnic backgrounds:	A	.....	..... %	.....
(B1) Mexican-American	B1	377	91 %	X
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		377	91 %	X

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

(E1) Anglo	E1 35	9 %	X
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	35	9 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 NS

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language ..... Number of ..... %

(B1) Mexican-American	B1	377	91 %	X
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		377	91 %	X

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

(E1) Anglo	E1	35	9 %	X
E2	E2		%	
II TOTAL number of EMT students other than target population		35	9 %	

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 NS

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
(E) 35	English	9	✓			✓				
A	American Indian									
A1	Navajo									
A2	Cherokee									
A3	Keresan									
A4	Other (spec.)									
(B) 377	Spanish	91	✓			✓				
C	Portuguese									
D	French									
F	Chinese									
G	Eskimo									
H	Russian									
J	Other (spec.)									

5.6 Recruitment of Students: *

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
(3) - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.6 3

5.7 Proportion of E-born pupils in project area: see Chart C
n.s. - not specified on the chart

5.7 30%

5.8 Community Characteristics (mark ally that apply)
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.8 3,4

C,4

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 91 C,4
B. NS

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 00

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 3% C,4

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.1 I 0
II 0

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.2 I no
II .....

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) — 5.8 3,4

C,4

1 - inner city-ghetto,barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of M-EMT participating students (indicate specific percent of low SES) — 5.9 A. 91 C,4
B. Average family income, if mentioned — B. NS
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 3% C,4
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I no
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	———	———
5 others (specify)	———	———

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A .....
B .....
C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	———							
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines,news								
9 Others (specify)								

*5.6--varies; one school voluntary, another mandatory. (Mandatory because it is only school in town. A third chooses students who did not acquire acceptable English usage in K--summer session.) E, 25

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 / II 4

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
(4)-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 *
1-yes
0-no
*Parents agreed to enroll students only if they wanted maintenance program.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 above
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 above
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3-above
1-will not be assessed
2-will be assessed, method not specified
(3)-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 --
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified (if any information is not specified, cross out that

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 *
1-yes
0-no
*Parents agreed to enroll students only if they wanted maintenance program.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 above
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 above
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 3 above
1-will not be assessed
2-will be assessed, method not specified
(3)-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 --
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= Mexican-~~American~~ 11
II E Dom EMT	N= Anglo 3	N=
II$_1$ E Dom NEMT	N=	N=

A Total Number Monolingual: 3
B Total Number Bilingual: 11

Total Number of Teachers
N 14 C,5

7.1 (inf) pp.58-59

		No.	%
I	A	___	___
I	B	11	80
II	A	3	20
II	B	___	___
II$_1$	A	___	___
II$_1$	B	___	___
	A	3	20
	B	11	80
	N	14	

see attached Xerox

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT	1	19
II E Dom EMT		
II 1 E Dom N-EMT		

A Total Number Monolingual: --

B Total Number Bilingual: 20 (all)

N Total Number of aides or paraprofessionals: 20

10 full time
10 half-time

7.2	No.	%
I A	1	5
I B	19	95
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
1 A	1	5
B	19	95
N	20	

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

varies - see Xerox 1 C 15-16 copy 6a, b, c.

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

one aide instructs only in English
all others instruct in two languages as needed

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. except for one aide who instructs only in English

(0)-language(s) used by bilingual aides not specified

N-EMT

II E Dom EMT

II E Dom 1 N-EMT

I B 12 25
II A — —
II B — —
II 1 A — —
II 1 B — —
A 1 5
B 19 95
N 20

A Total Number Monolingual --

B Total Number Bilingual 20 (all)

N Total Number of aides or paraprofessionals 20 10 full time 10 half-time

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

varies - see Xerox 1 C 15-16

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

copy 6a, b, c. Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

one aide instructs only in English
all others instruct in two languages as needed

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. except for one aide who instructs only in English

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation. see Xerox 7.6 pp 7a

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Mexican-American	3	—	Mexican-American	4		Mexican-American		—	—
Anglo	2	—		—	—			—	—
	—	—		—	—			—	—
	—	—		—	—			—	—

C 58-59

0-not specified

Question 7.3

7.3 Languages Used by Bilingual Teachers

IV. PROGRAM PROCEDURES

The activities of this project will be developed around three program components. These components will include the establishment of three model schools, identification, usage, and evaluation of materials, and parental involvement activities.

The development of the model programs will be the initial step in the implementation of the project. The model programs will involve seven first grade classrooms in Lockhart Elementary School, Zavala Elementary School, and Dolores School. Two first grade classes in both Lockhart and Zavala will be taught all subjects in both English and Spanish, with a third section on each campus serving as a control group. The Dolores first grade class will be taught by one bilingual teacher the entire day. One bilingual teacher and one English speaking teacher will be involved in the project at Lockhart. Both teachers at

Languages Used by Bilingual Teachers

Zavala will be bilingual, but one would instruct primarily in English. One full time and one half-time paraprofessionals will be assigned to both the Zavala and Lockhart project teachers. One full time paraprofessional will be assigned to the Dolores class. These persons will receive summer institute training from the University of Texas on new roles and responsibilities especially related to bilingual education. All paraprofessionals will be bilingual.

The daily schedule of the first grade classes would be as follows:

Spanish speaking teacher in charge of Group A in the morning

Time 8:30 - 11:00

Reading	Two hours every day utilizing Spanish and English. Initially 25 percent in English and 75 percent in Spanish. Should be 50 percent/50 percent by the fifth month of program
Spelling	
Language Arts	

11:00 - 11:30

Aural/Oral Spanish taught 1/2 hour each day through Science (2 days per week) and social studies (3 days per week)

11:30 - 12:00 Lunch

English speaking teacher in charge of Group A in the afternoon

7.3 Languages Used by Bilingual Teachers

12:00 - 12:30
English as a second language - 15 to 20 minutes
Aural/Oral English

12:30 - 1:15 Math (4 days per week)
Art (1 day per week)
1:15 - 1:45 Physical Education (daily)
1:45 - 2:15 Alternating Health and Safety with Music

The daily schedule will allow the bilingual teacher to work with both groups of students on the same subject areas by switching classes at noon with the English speaking teacher. The paraprofessionals should be invaluable to the English speaking teacher in the early stages of the project. This schedule will be employed in all three pilot schools. The only exception will be at Dolores School where there is only one section of first grade and only one teacher, who will stay with her class throughout the day.

The operational procedures for the model schools component of the program are as follows:

- The native language of the pupils (Spanish) will be utilized 75 percent of the time in reading, spelling, and language arts through the first semester of the year

see attached Xerox

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. 2 % 40

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 5 50 B 7 72

see attached Xerox

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 ~~3~~,5,6,~~17~~ no.'s 1 3 2

n.s.-qualifications not spcified
0-previous courses not specified

All college work done in English & general in nature. Some minored or majored in Spanish.

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. 1 previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ___ previous teaching in local area/live in the community competence
5. 3 courses in N-EMT language structure and usage/ linguistics or FL trainin
6. 2 courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify
17. ---license required E9 (All teachers certified as standard Texas Teacher Certification.)

8.0 STAFF DEVELOPMENT

8.1 A 2,3,4,5,6,9
B 2,3,4,5,6,9

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		

see attached Xerox 7a

New rules & responsibilites esp. related to bilingual education. P,16

B - aides

3-many
4-most
5-more than half
0-not specified

see attached Xerox

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 3,5,6,17 (1 3 2) no.'s

n.s.-qualifications not spcified
0-previous courses not specified

All college work done in English & general in nature. Some minored or majored in Spanish.

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. 1 previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ___ previous teaching in local area/live in the community competence
5. 3 courses in N-EMT language structure and usage/ linguistics or FL trainin
6. 2 courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math) in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify
17. ---license required E9 (All teachers certified as standard Texas Teacher Certification.)

8.0 STAFF DEVELOPMENT

8.1 A 2,3,4,5,6,9
B 2,3,4,5,6,9

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___
9-role in classroom-awareness of teaching-learning process	I 1,3,7,8,10	II 10

see attached Xerox

see attached Xerox 7a

New rules & responsibilites esp. related to bilingual education. P,16

C,16

8.2 Stated goals of teacher training are:

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values .. and practices of ___	X	___
2-Cross-cultural training ___	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
4-Awareness of the social-emotional development of ___	___	___
5-Strategies for accomodating the different learning styles of ___	___	___
6-Strategies for cognitive development of ___	___	___
7-Strategies for reinforcing the self-esteem of ___	X	___
8-Methods of cross-cultural teaching or teaching the bicultural component ___	X	___
9-Formulation of pupil performance objectives ___	X	___
10-Methods of evaluation of pupil performance objectives ___	X	X

List specific courses if given (or Xerox and attach)

P,16 Training on new rules & responsibilities related to bilingual education.

7a

(7.6) This interpretation is for local community as from same city as schools.

69-70 - N-EMT - Teachers - 3

70-71 - N-EMT - Teachers - 5

71-72 - N-EMT - Teachers - 7

Some are from community now but since this is college town - most teachers have come here for this reason - Strictly local for 70-71 the number is 2.

(7.7)

	1969-70	70-71	71-72
Teachers	3 of 5	5 of 10	8 of 15
Aides	4 of 5	7 of 8	9 of 10

(7.8) (1970-71 teachers)

3. 1 Anglo teacher taught in Mexico as part of Papal Corps.
5. 3
6. 2
8.

~~8.1~~ -

(8.1) 1970-71

All aides and ~~teachers~~ went through the following training at pre-school orientation for one week and as continuing in-service throughout the year.

COURSE AREA		10 Teachers	8 aides
Teaching ESL	2.	Teachers	Aides
Course in their Second Language	3	"	"
Teaching Spanish as a Second Lang.	4.	"	"
Methods of Teaching Academic Areas	5	"	"
" in Spanish	6	"	"

summer '71--3 hrs credit, 3 wk course on all methodology for bilingual programs: Span. & Eng. teach oral lang., reading, math,

8.3 Methods of Teacher Training: cultural content, history 8.3 1,3,4,6

(1)-courses
2-experiential, teaching supervised by master teacher
(3)-workshops where teachers offer suggestions to each other
C,144 (4)-use of video-tapes of teachers for feedback on how they are doing
See Xerox 8a 5-cross-cultural sensitivity training, t-groups
(6)-interaction analysis (e.g. Flanders systen)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: (1-yes) 0- not mentioned 8.4 1
receive released time for in-service--1 day/month

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: (1-yes) 0-not mentioned 8.5 1
How? (specify) encouraged-summer course gave each aide 3 hrs credit in hopes of helping them continue their education

8.6 Paraprofessional's role: 8.6 1,2,3,5,6

(1)-teaching whole class -only in music & dance but are helped by the teacher
(2)-teaching small groups
(3)-tutoring individually C, 76-"perform duties assigned to them by the teacher"
4-clerical
(5)-contributing to bicultural component
C,76 how ? _____
Xerox 8b (6)-liaison with parents-"we have (1970-71) 2 aides as half-time home visitors who work with parental involvement specialist "

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1,3,6 (inf) B 1,3,6

(mark all that apply)	A for teachers	B for aides
0-not specified		
(1)-University faculty	X	X
2-project's Master Teachers		
(3)-project's teachers	X	X
4-other (specify)		
(6)-Project staff	X	X

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	3	NS
2-bicultural	4	NS
3-N-Eng (specify background)	3	NS

2 teachers-1 college professor
2 teachers-1 project staff, 1 college professor
3 college professors

8.9 Training is provided: 8.9 1,2
(1)-during a summer session
P 16 (2)-during the academic year 30 hrs pre-school training
p.20 3-other (specify) 48 hrs in-service

Xerox Pc,2,e 8.10 Extent of training: 8.10 A 2, B 5 ✓
p.20

A 1-approximately equivalent to a college course
(2)-more than one course
3-less than one course
4-other (specify) -individual weekly conference

B (indicate no. of hours)
5 ns weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 100% in-service; pre-service:
or: if specified descriptively, indicate:

als for joint lesson planning: (1-yes) 0- not mentioned
receive released time for in-service--1 day/month

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: (1-yes) 0-not mentioned — 8.5 1

How? (specify) encouraged-summer course gave each aide 3 hrs credit in hopes of helping them continue their education

8.6 Paraprofessional's role: — 8.6 1,2,3,5,6

(1)-teaching whole class -only in music & dance but are helped by the teacher
(2)-teaching small groups
(3)-tutoring individually
4-clerical
(5)-contributing to bicultural component
how ? _____
(6)-liaison with parents-"we have (1970-71) 2 aides as half-time home visitors who work with parental involvement specialist "

C, 76-"perform duties assigned to them by the teacher"

C,76 Xerox 8b

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1,3,6 (inf) B 1,3,6

	A for teachers	B for aides
0-not specified		
(1)-University faculty	X	X
2-project's Master Teachers		
(3)-project's teachers	X	X
4-other (specify)		
(6)-Project staff	X	X

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	3	NS
2	4	NS
3	3	NS

1-bilingual —> 2 teachers-1 college professor
2-bicultural —> 2 teachers-1 project staff, 1 college professor
3-N-EMT (specify background) 3 college professors

8.9 Training is provided: — 8.9 1,2

(1)-during a summer session
(2)-during the academic year
3-other (specify)

P 16 p.20 — 30 hrs pre-school training; 48 hrs in-service

Xerox Pc, 2, 2 p.20

8.10 Extent of training: — 8.10 A 2, B 5 ✓

A 1-approximately equivalent to a college course
(2)-more than one course
3-less than one course
4-other (specify) -individual weekly conference

B (indicate no. of hours)
5 .05 weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 100% in-service; pre-service: 75% summer course

		or: if specified descriptively, indicate:
0-not specified		6-most
1-100%	summer	7-many
2-more than 75%	course	8-few
3-50-74%		9-other (specify)_____
4-25-50%		
5-1-24%		

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2,3,6,7,10

0-not mentioned
1-to N-EMT language or dialect
(2)-to N-EMT students - expectations of achievement
(3)-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
(6)-after participation for a period of time in project

(7)-through a questionnaire-at end of each yr. for evaluation of overall project
8-other (specify) _____
(10) Flanders Interaction Analysis administered to teachers

A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE _____ C. GRADE LEVEL First

D. NO. OF PARTICIPANTS 5 professionals / 4 para-professionals E. PROGRAM OBJECTIVES To create an understanding for the teaching-learning process

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date
Professional and para-professional staff will receive orientation and instruction in the three observation guides used to measure teacher-pupil behavior during classroom instruction, the Flanders system of interaction analysis, the Comprehensive Observation Guide and the Observation Guide - Oral Language. As a result, they will be able to observe and evaluate their peers in simulation exercises on video-tape and taped recordings as evidenced by worksheets and actual use of instruments.	August, 1970 - preliminary introducation Dates for further staff development to be decided as needs are determined	Director	Data used and retained by teacher

A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE _____ C. GRADE LEVEL First

D. NO. OF PARTICIPANTS 4 para-professional E. PROGRAM OBJECTIVES To develop an understanding of the role of the para-professional aide in the classroom

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date
Para-professional staff will receive orientation and instruction on their role in the classroom. As a result, they will be able to perform duties assigned to them by the teacher, will relate well with children, will project a positive attitude towards the community, and show willingness to learn. Upon completion of orientation session, participants will complete an evaluation form to determine understandings acquired and follow-up procedures.	August, 1970	Program Director	• Data compiled and used for further staff development • Filed in project office

8.6 Role of Paraprofessional (Teacher Aides)

CONSIDERATIONS CONCERNING

CONTINUATION LETTER FROM USOE

Teacher-Aides

The memorandum dated March 31, 1971 which was received from the U.S.O.E. has several stipulations that are new to project personnel involved in third year projects. In order to clarify present needs of the Region XIII Bilingual Education Program, the following analysis is written for further clarification and/or justification of the budget request submitted in this proposal.

8.6 Teacher-aides under Title VII have been utilized in the project during its first two years of operation. The primary source of funding has been from Title VII. Needless to say, aides have proven to be an invaluable resource to teachers and students in helping the teaching-learning process become more humanized and and more meaningful. The success of the program is certainly to a great extent attributable to their valuable contributions.

School districts have been convinced that teacher-aides are an invaluable resource to the success of any program. LEA's are slowly implementing, as state funds are made available, teacher-aides in their over-all programs. Minimum foundation funds are methodically being allocated to school districts for hiring aides that professionals and patrons are demanding. Other funding sources are constantly being investigated to supply this basic need that heretofore had been neglected. To cite an example, LEA's served by this project are continuing to hire aides through minimum foundation, Model Cities, Title I and the Experimental School Program being presently submitted for approval by federal sources by the Austin ISD. This shows an interest and commitment on the part of school districts to the need of this resource that will certainly enhance the teaching-learning process.

Further interest has been shown by school districts through their student-assistant programs. Both public school systems served by this project have student-assistants helping teachers as aides for high school credit. Of course, this credit course has several reasons for its existence, one of which is to help teachers teach more effectively.

Further serious consideration should be given to furnish first grade aides for this project since a great amount of work has been done in an attempt to individualize instruction in all the classrooms. It is well documented that individualized instruction yields positive results in the degree of learning achieved by pupils. In order to obtain favorable results in bilingual education, individualized instruction was considered an imperative

at its initial implementation. At this stage, it is essential that continued emphasis be focused on this type of teaching-learning process. Needless to say, a highly individualized program requires additional personnel especially in the first grade. Without the support of aides, a different instructional approach closely resembling the traditional classroom will have to be implemented. This will be a necessity that is far from desirable.

Another area of concern is the unavailability of bilingual teachers. Bilingual teachers are not yet available for all classrooms in the project. As has been stated repeatedly in the original and continuation proposals, Central Texas does not at this time have an unlimited supply of teachers capable of instructing in two languages. Bilingual aides are presently being utilized to help teachers who are not bilingual. Eliminating these aides will in effect hinder bilingual efforts in the project.

Aides in this project are already being shared by all teachers. Eliminating them during the most crucial year which is the first grade will certainly endanger the success of the program.

Furthermore, both public school districts have supported the program by initiating bilingual kindergartens during this year. The kindergartens are supported by state and local funds. Most of these children will enter the bilingual program in the 1971-72 school year. School districts have shown initiative and positive support for bilingual education through these efforts. Continued support for bilingual education has been shown by their own initiative in implementing bilingual programs on other campuses in the district. Over thirty new bilingual classes will be started this year. None of these classess will be supported by Title VII funds.

Teachers in the project are being paid by state and local funds. This is certainly an indication of the seriousness with which they view the impact of bilingual education on children and the learning process.

Title VII funds provided for this project were increased during the second year of operation; however, the per-pupil cost has decreased significantly. The slight increase in funds for the 1971-72 year is an indication of increased staff needs since the project is serving a larger school population.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching*
2-cluster teaching
3-shared resource teacher
4-other (specify) _____
(4) Montessori approach schools are self contained Xerox 1 (pp.15-16)

10.2 Staff:
(1) bilingual teacher
2-ESL teacher
(3) bilingual coordinator
(4) aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) _____
Copy pp8a

10.1 1,4

10.2 1,3,4

10.3 Average number of pupils per class:
0-not specified

10.3 27 C,4

10.4 Average number of aides or paraprofessionals per class:
0-not specified 1st grade-1 aide per teacher; 2nd-one aide per 2 teachers

10.4 1

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
C7 (1) individually
C 47 (2) in small groups
0-not specified
by: (3) teacher
4-special remedial teacher
(5) paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given
See Xerox 9a, b, c

10.6 1,2,3,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
(1) as the alternative language of learning for as long as desired	X	X	X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 0
II 0
II_1 0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 6

0-not mentioned
if for a particular number of years: up to grade 6,p.6
1 2 3 4 5 (6) 7 8 9 10 11 12 13
X

(if specified in t...

10.3 Average number of pupils per class: 10.3 ____
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified 1st grade-1 aide per teacher; 2nd-one aide per 2 teachers

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 ~~1,2,3,~~5

C7 (1)-individually by: (3)-teacher
C 47 (2)-in small groups 4-special remedial teacher
0-not specified (5)-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

See Item 9a, b, c

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	X	X	X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 0
II 0
II_1 0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 6

0-not mentioned
if for a particular number of years: up to grade 6,p.6
1 2 3 4 5 (6) 7 8 9 10 11 12 13
X

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

a1 =
a2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 1
code: C= N.A. (if no EMT) II 1
13= 14= II_1 1

for each group	N.A.	Pre-K	K	(1)	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM				X											
II E DOM				X											
II_1 E DOM/NEMT				X											

10.1* team teaching-8 team teachers: 1 bilingual teacher & 1 monolingual English speaker

Question 10.6

II. STATEMENT OF NEED

A. The bilingual problem is very acute in the three schools directly involved in the project. Mexican-American children comprise 97 percent of the enrollment in both Zavala and Dolores Schools, while Lockhart Elementary has over 60 percent of its total membership among Mexican-American students. It is anticipated that the majority of the project population will be made up of Mexican-American students, since Lockhart schools practice ability grouping and the language handicap generally places the Mexican-American children in the same groups. Throughout the fifteen-county area served by Region XIII Education Service Center approximately 22 percent of all students enrolled speak Spanish as their first language. Many of the schools are in need of bilingual education programs and will be able to secure technical assistance in implementing local programs through this project. A minimum of 35 school districts in the Region XIII area could benefit from bilingual instruction.

B. Eighty-seven percent of the children in the target schools whose mother tongue is other than English, ages 3 to 18, come from low income families.

C. The target group was selected from districts with high concentrations of Mexican-American children. The overall percentage of Spanish-surnamed students in Austin ISD is only 19 percent, but 97 percent of the students in Zavala Elementary School are from Spanish speaking homes. The Dolores Catholic School in Austin also has 97 to 98 percent Mexican-American students. Lockhart Independent School District has an overall enrollment of Spanish-surnamed youngsters of 46 percent, but the first grade projections for September 1969 are 60 percent Mexican-American enrollees. Since only three of the eight first grade sections of Lockhart will be directly involved in the project, 95 to 100 percent of the target group will be students whose mother tongue is other than English.

Project School	Total Enrollment	Project Participants	Control Participants
Zavala Elementary Austin ISD	562	60	30
Lockhart Elementary Lockhart ISD	1,060	60	30
Dolores School (Parochial--Austin)	225	30	0

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL First

D. NO. OF PARTICIPANTS 146 Students E. PROGRAM OBJECTIVES To develop computative skills in two languages.

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date
Upon completion of each two pages in the math text, Matematica Para La Educacion Primaria, Pre-Escolar, the child will be able to successfully master the skill presented as observed by the teacher instructing small groups of students with similar level of comprehension and speed. Teacher-made tests will be used as a means of a more formal evaluation.	Continuous	Teachers	Data used by teachers
Upon completion of each two pages in the text, Matematica Para La Educacion Primaria, Libro Uno, the child will be able to successfully master the skill presented as observed by the teacher and aide using an individualized instructional approach and daily observation. Small group instruction will be utilized to afford those students unable to grasp the skill taught the opportunity for further instruction.	Continuous	Teachers	Data used by teachers

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM	---	---	---	---	---	---	---	---
II E-DOM - EMT	---	---	---	---	---	---	---	---
II$_1$ E-DOM/NEMT	---	---	---	---	---	---	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 0
II 0
II$_1$ 0

11.5 Second language learning for English dominant students is projected through grade: 6th grade; elective at Jr. High level

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	(6)	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	X	---	---	---	---	---	---
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	---	X	---	---	---	---	---	---

11.5 I$_2$ 6
II 6

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

O=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
P,16-17 1	½ day	300 min.	all skill areas	1 75→50%
See 2	½ day	300 min.	reading, writing,	2 50%
Xerox 3	½ day	300 min.	spelling, M, some	3 50%
ON PP 4			SS	4
66 5				5
6	All Spanish Dom. students start out all Spanish			6
7	with ESL. Bilingual nearly ½ day per language.			7
8	Eventually will get nearly half and half if			8
9	ready--some children receive all Spanish for			9
10	most of year.			10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1	30	300	all in Eng., but	1 10%
2	30	300	SSL & numbers	2 10%
3	30	300		3 10%
4	most of day on			4

11.5 Second language learning for English dominant students is projected through grade: 6th grade; elective at Jr. High level — 11.5 I_2 6 / II 6

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	(6)	7	8	9	10	11	12
I EMT								X						
I_2 N-EMT/E Dom								X						

11.6 Learning in their native language for Non-English dominant students is projected through grade: — 11.6 6

O=not specified/Grade 1 2 3 4 5 (6) 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
P,16-17 1	½ day	300 min.	all skill areas	75→50%
See Xerox on pp 6b 2	½ day	300 min.	reading, writing,	50%
3	½ day	300 min.	spelling, M, some	50%
4			SS	4
5				5
6	All Spanish Dom. students start out all Spanish			6
7	with ESL. Bilingual nearly ½ day per language.			7
8	Eventually will get nearly half and half if			8
9	ready--some children receive all Spanish for			9
10	most of year.			10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1	30	300	all in Eng., but	1 10%
2	30	300	SSL & numbers	2 10%
3	30	300		3 10%
4	most of day ex-			4
5	cept for 30 min.			5
6	of SSL			6
7				7
8				8
9				9
10				10
11				11
12				12

" English dominant students receive all English instruction except for Spanish as a second language. We have very few of these. "

Project verification

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2 * EMT students receive SSL (Very few of these)

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English EMT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1	20 min.	300	SSL	1 7%
2	30-40 "	300	SSL	2 10-13%
3	30-40 "	30	SSL	3 10-13%
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 1,4,5,7

"(language alternation) is done but is discouraged-they do use language child understands best when in close interaction"

0-not specified
(1)-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
(4)-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child(1st gde only) through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
(7)-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

P 17 See Xerox on 6a,b,c

P 17

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK				Pre K
1	20 min.	300	SSL	1 7%
2	30-40 "	300	SSL	2 10-13%
3	30-40 "	30	SSL	3 10-13%
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 1,4,5,7

"(language alternation) is done but is discouraged-they do use language
0-not specified child understands best when in close interaction"
(1)-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
(4)-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child (1st gde only) through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
(7)-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

P 17 See Xerox on 6a,b,c

P 17

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2,2a

(1)-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples. } all grades use audio-lingual modeling and patterning-- systematic

(2)-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language. 2nd grade only & above

*11.17 "Formal instruction is in either 1 language or the other. Aide may be teaching one small group in Spanish and teacher in English or vice-versa. In 1st grade there is some mixing in trying to be understood & not inhibit students."

experience charts

(2a)-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication. no

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom students		Eng dom students	
A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

E 15

13.1 Second language listening-speaking skills are learned:
(1)-concurrently with dominant language listening-speaking skills
2-after a specified level of competency achieved in listening-speaking skills in dominant language
3-a specified period of time after listening-speaking skills in dominant language taught

13.1 IB 1
IIB 0

X SSL & ESL learned & taught as early as possible

See Xerox Copy 12a
C 37

13.2 ALM sequence followed: yes

13.2 IA 1
IB
IIA
IIB

(1)-Listening-speaking proficiency precedes introduction of reading X 1st grade oral, then reading and later writing
2-Reading is taught concurrently with listening-speaking skills ___ 2nd grade-if child is ready all skills are continued
3-Learning to read overlaps learning of listening-speaking skills
4-There is some overlap between learning to read and to write

13.3 Listening-speaking proficiency determined by:

13.3 IA 2
IB 2
IIA 2

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

no

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

E 15

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 0

(1) concurrently with dominant language listening-speaking skills
2-after a specified level of competency achieved in listening-speaking skills in dominant language
3-a specified period of time after listening-speaking skills in dominant language taught

X SSL & ESL learned & taught as early as possible

See Xerox Copy 12a
C 37

13.2 ALM sequence followed: yes

13.2 IA 1
IB
IIA
IIB

(1) Listening-speaking proficiency precedes introduction of reading — X
2-Reading is taught concurrently with listening-speaking skills — 1st grade oral, then reading and later writing
3-Learning to read overlaps learning of listening-speaking skills — 2nd grade-if child is ready all skills are continued
4-There is some overlap between learning to read and to write

13.3 Listening-speaking proficiency determined by:

13.3 IA 2
IB 2
IIA 2
IIB 2

1-measure of listening-speaking proficiency
(2) informal assessment by teacher

13.4 Second language reading skills are learned:

13.4 IB 2
IIB 2 C,21

1-concurrently with learning to read in dominant language
(*2) after a specified level of dominant language reading competence achievement — X — 2 (inf) C,21
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)
4-before learning to read in dominant language

*learn to read in dominant language first or rather are introduced to formal reading in dominant language first. Meanwhile second language is all oral lang. development until ready to start reading in 2nd lang. Some 1st graders (small gp) may spend all year in Spanish reading & ESL.

12a

13.5. Non-Eng dominant receive oral language development at first for about 3 weeks in Spanish and then introduced to reading in Spanish. Start ESL about third week.

English dominant also receive reading readiness at first and then introduced to reading (in English.) Start SSL about third week.

Some children may receive Eng. oral language most of year - usually 3 per class but are reading in Spanish - have not developed oral language proficiency in English. This program is continued throughout the grades. so that teachers know which children need specific skill building and at what level.

see attached Xerox 12a

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	---	---	---	---	13.5 IA 1,2
1	---	---	---	---	IB 1,2
* "no reading at 1st grade until late in year" 2	X MID TERM		X	1*	IIA 1
3	X	X	---	---	IIB 1
	---	---	---	---	
13.6 Reading readiness verification is determined by: ①-test of reading readiness	---	X	X	---	13.6 IA 2
②-informal teacher assessment	X	X	X	X	IB 1,2
					IIA 1,2
					IIB 2

"some achieve higher and some lower"

13.7 Grade level reading is expected:

"To develop communication skills in two lang. that compare in achievement results to monoling. at grade 1." P,12

	I A	I B	II A	II B	
1-in first grade	①	0-①	①	0-1	13.7 IA 1
2-in second grade	2	1-②	2	1-②	IB 2
3-in third grade	3	2-3	3	23	IIA 1
4-in fourth grade	---	---	---	---	IIB 2
5-in fifth grade	---	---	---	---	
6-in sixth grade	---	---	---	---	
7-other (specify)	---	---	---	---	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

C,49

1-in the first grade math
②-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 2 E 63
IIB ---

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

Several different methods tried in different schools.

	I = N-E dom students	II = E dom students
①-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		X
②-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	---	---

14.0 I 2,4
II 1,2,4
(different methods tried in different schools)

p.17 ④-Academic content taught in the native- only in math-basically the

until late in year" 3 — — — —

verification

13.6 Reading readiness is determined by:

①-test of reading readiness	—	X	X	—	13.6 IA 2
②-informal teacher assessment	X	X	X	X	IB 1,2
					IIA 1,2
					IIB 2

"some achieve higher and some lower"

13.7 Grade level reading is expected:

"To develop communication skills in two lang. that compare in achievement results to monoling. at grade 1." P,12

1-in first grade	①	0-①	①	0-①	13.7 IA 1
2-in second grade	2	1-②	2	1-②	IB 2
3-in third grade	3	2-3	3	23	IIA 1
4-in fourth grade	—	—	—	—	IIB 2
5-in fifth grade	—	—	—	—	
6-in sixth grade	—	—	—	—	
7-other (specify)	—	—	—	—	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2 E 63 IIB —

C,49

1-in the first grade math
②-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II 1,2,4

Several different methods tried in different schools.

	I = N-E dom students	II = E dom students
①-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		X
②-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	—	—
④-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.	—	—
0-not specified	—	—
6-other (specify)		

(different methods tried in different schools)

p.17 — only in math-basically the same

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X		
P,19 2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.				
3-Other (specify)				
0-Not specified				

15.0 IA 1
IB 1
IIA
IIB

" Children's language is accepted as evidenced in experience charts, etc. Teachers develop oral lang. lessons from errors made but errors are never pointed out to child or class."

16.0 MATERIALS

Miami Linguistic Program used for middle group. Basal used for top group. English around the World used for oral lang. group.

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)		X		
P,18 2-Basal readers				X
See Xerox Copy 14b 14a 3-Dialect readers				
4-Experience charts (stories dictated by children) A lot of these at 1st grade-some at 2nd		X	X	

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA 0 IIA 0

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
1-pattern drills	X	X
2-dialog memorization		
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction, lang master	X	X
C,41 6-stories read to children	X	X every day C,173

AUDIO VISUAL AIDES

	aiming toward child's eventual control of the standard form.	X	X	___	___
P,19	2-The child's language is corrected-the teacher points out errors and demonstrates the standard form.	___	___	___	___
	3-Other (specify)	___	___	___	___
	0-Not specified	___	___	___	___

16.0 MATERIALS

Miami Linguistic Program used for middle group. Basal used for top group. English around the World used for oral lang. group.

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA___	IB X	IIA___	IIB___
P,18 2-Basal readers	___	X	___	X
See Xerox Copy 14b 14a 3-Dialect readers	___	___	___	___
4-Experience charts (stories dictated by children) A lot of these at 1st grade-some at 2nd	___	X	X	___

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1	16.2 IA 0	IIA 0
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate (on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	X	X
2-dialog memorization	___	___
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction, lang master	X	X
C,41 6-stories read to children	X	X every day C,173
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	X	X
9-realia, graphic displays	___	___
10-records, tapes	X	X
11-listening centers	X	X
12-multi-media approach	___	___
Experiential:		
13-role playing	___	___
14-puppetry	X	X
15-experience charts	X	X
16-primary typewriter	___	___
17-learning through direct experience with materials e.g. Montessori (1st & 2nd grade Montessori classes)	X	X
18-activity centers-chosen by child	___	___
19-other (specify)	___	___
Learning outside the classroom:		
20-field trips	X	X
21-suggested TV programs	X	X*
22-other (specify) 25-flash cards	X	X

*21-Bilingual TV program "Carrasco Jendes" developed by SEC VIII

23-games	X	X

Question 15.0

14a

- Specific instructional materials will be purchased from the various publishers and developmental projects throughout the duration of the program
- Local materials will be developed by teachers and staff to provide specific local needs
- Individualized instruction will be provided for correction of language usage and numerical symbols through the utilization of paraprofessionals and specific materials
- Field trips will be an integral part of the program to broaden concepts and increase real life experiences; these would include the zoo, museums, concerts, industries, sporting events, and nature hikes. Spanish would be utilized as an integral part of each activity
- Resource persons will be utilized to enrich the curriculum and to extend vicarious experiences
- Appreciation of the cultural heritage of the child will be emphasized in the social studies, art, music, and language programs
- Regular bi-monthly training sessions for staff and project teachers will be carried out throughout the year with consultants available from the University of Texas, Texas Education Agency, Southwest Educational Development Laboratory, and other agencies

Question 16.0

14b

Materials

- Aural/oral activity guides in both Spanish and English will present basic concepts in the first semester
- The aural/oral guide in Spanish will serve as the introductory phase of the program
- Experience charts will be developed to provide the child with beginning reading materials in Spanish
- The developed experience charts will be reproduced in Spanish for additional reinforcement of reading skills. Basal reading readiness materials will be utilized in Spanish translations and will help to prepare the children for reading in English
- Social studies and science concepts will be introduced through aural/oral Spanish
- Math, English as a second language, art, health and safety, physical education, and music will be introduced by the English speaking teacher with assistance from a paraprofessional
- Spanish and English games, songs, plays, poems, and dramatics will be correlated with the program
- Instruction in both languages will be utilized at intervals during each day covering similar materials
- Individualized instruction will be possible through the use of tape recordings, records, and various audio-visual devices

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE Spanish-English C. GRADE LEVEL 1,2,3,

D. NO. OF PARTICIPANTS 15 E. PROGRAM OBJECTIVES To create acceptance and appreciation of the child's culture and the dominant culture.

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or Frequency of measurement	Person(s) Responsible	Data collecting and reporting, including due date
Teachers will show evidence of instruction of activities associated with the two cultures as evidenced by records kept of activities taught during the year. (Attachment IX)	Three times during year	Director	.Instrument checked for analysis of extent of activities. .Feedback during teacher conferences and in-service sessions. .Compiled in May for end-of-year analysis.

16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 16.4 2,3,4,7, 9,10,

0-not specified
1-are written by native speakers of that language
(2)-commercially prepared and published in countries where N-E is the native language
(3)-developed by the project's own bilingual staff
P,20 (4)-developed by the staff of another bilingual project (specify which) Edinburg, Texas
See Xerox 5-developed in conjenction with project parents Region One Curriculum Kits (ROCK)
Copy 15a 6-developed by or with members of N-EMT community
(7)-are culturally appropriate for N-E culture (specify how this is determined)-stories, poems, tongue twisters from Mexican-American staff; other biling. prog
8-are cross cultural
P,19 (9)-commercially prepared and published in the U.S.
See Xerox (10)-are translations of U.S. texts-math
Copy on pp 14b 11-are coordinated with materials used in the regular subject curriculum
12-other (specify)
C,9 (all adapted to local needs and culture)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified
1-xerox attached-page and document R.O.C.K. C,62 Xerox 15 a-b

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,4,5

0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
(3)-mixed for some academic subject learning
(4)-mixed for non-academic learning; art, music, gym, health
(5)-separated for native and second language learning into dominant language groups small groups within classrooms
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		X
2-small groups (specify size)	3 to 12 children	
3-individual instruction	1 to 3 or 4	

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II 1 Eng dom NEMT
0-not specified			
1-by age			
2-by native language	X	X	
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	X		
n.a. not applicable (no E.dom/NEMT)			

C,8 See Xerox copy 15c

18.0 TUTORING

(specify how this is determined) -stories, poems, tongue twisters from Mexican-American staff; other biling. prog

8-are cross cultural
P,19 9-commercially prepared and published in the U.S.
See Xerox copy on pp 14b 10-are translations of U.S. texts-math
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

C,9 (all adapted to local needs and culture)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document R.O.C.K. C,62 Xerox 15 a-b

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3-mixed for some academic subject learning
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6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: (mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		X
2-small groups (specify size)	3 to 12 children	
3-individual instruction	1 to 3 or 4	

17.2 A: 2, 3 B: 1

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language	X	X	
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	X		
n.a. not applicable (no E.dom/NEMT)			

C,8 See Xerox copy 15c

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)-one school-6th graders help younger 1st graders; very limited
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

QUESTION 16.4

A. COMPONENT NAME Materials B. DOMINANT LANGUAGE English C. GRADE LEVEL First

D. NO. OF PARTICIPANTS 123 Students E. PROGRAM OBJECTIVES To evaluate through use oral language guide materials

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date
The H-200 Oral Language Guide (ROCK) will continue to be used and evaluated in terms of satisfactory, unsatisfactory, or eliminate using sections 3, 4, and 5 of the instrument, Evaluation of Books and Guides (Attachment XVI). 1. Ratings in the satisfactory Column, 75% or above, will indicate continued use in the program without major modifications. 2. Ratings in the unsatisfactory column, between 60 and 75%, will indicate the need for adaptations. 3. Ratings in the eliminate column 50% or above, will indicate elimination of the guide.	March, 1971	Materials Specialist and Teachers	• Data compiled of ratings • Recommendations and follow-up procedures determined • Filed in project office
The materials specialist will evaluate the H-200 Oral Language Guide (ROCK) using the instrument, Evaluation of Books and Guides, using the rating percentages above to determine adaptation needs. Continuous feedback	May, 1971	Materials Specialist	• Adaptations done as needed

III. Objectives

A. General Objectives

The bilingual project proposed for Region XIII, Education Service Center will include three closely related components. The first of these components will be to establish model bilingual programs in five first grade classes on three separate campuses. The second component shall be to identify, evaluate, and adapt a wide range of bilingual instructional materials to the needs of the three elementary schools. A third component will be to develop an extensive parental involvement program for the parents of the children in the pilot classes.

Success in this three-pronged program will lead to replication of the program in other schools in Central Texas with similar bilingual problems. The project staff will provide technical assistance to other schools in the region concerning program development and implementation. The Education Service Center can serve as the communications link between the project and other schools.

B. Long Range Program Objectives

1. To develop model elementary bilingual programs, grades 1 - 6 in at least three elementary schools in Region XIII (five years)

Question 17.3 15c

re criteria for grouping

C. The target group was selected from districts with high concentrations of Mexican-American children. The overall percentage of Spanish-surnamed students in Austin ISD is only 19 percent, but 97 percent of the students in Zavala Elementary School are from Spanish speaking homes. The Dolores Catholic School in Austin also has 97 to 98 percent Mexican-American students. Lockhart Independent School District has an overall enrollment of Spanish-surnamed youngsters of 46 percent, but the first grade projections for September 1969 are 60 percent Mexican-American enrollees. Since only three of the eight first grade sections of Lockhart will be directly involved in the project, 95 to 100 percent of the target group will be students whose mother tongue is other than English.

17.3

Project School	Total Enrollment	Project Participants	Control Participants
Zavala Elementary Austin ISD	562	60	30
Lockhart Elementary Lockhart ISD	1,060	60	30
Dolores School (Parochial--Austin)	225	30	0
		150	60

18.3 Parent tutoring: (mark all that apply) 18.3 2,4,6,7.

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used -limited C,155 15G

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component for home tutoring only
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day -limited
7-materials are provided for use in home by parents-yes
8-other (specify) 4-in meetings designed to instruct them in ways to help their children-materials are checked out

19.0 CURRICULUM PATTERNS 19.0 4,5,10, 22

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction } E 15 most sill areas taught this way
5-individualized learning }
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

C,7

See Xerox Copy 16a,b,c

All classes view "Carrascolendas," a bilingual TV program developed by Region XIII TV component. This is during day time. Go on field trips to U. of Texas Children's Theater. (only music, S,SS are taught to entire class as a group. E,15)

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4,5

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
* 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position

7-materials are provided for use in home by parents-yes
8-other (specify) 4-in meetings designed to instruct them in ways to help their children-materials are checked out

19.0 CURRICULUM PATTERNS 19.0 4,5,10, 22

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of M-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning } E 15 most sill areas taught this way
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

C,7
See Xerox Copy 16 a,b,c

All classes view "Carrascolendas," a bilingual TV program developed by Region XIII TV component. This is during day time. Go on field trips to U. of Texas Children's Theater. (only music, S,SS are taught to entire class as a group. E,15)

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0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
* 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
* 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

*2-all classrooms have these materials influenced by the bilingual Montessori School.
*5-science kits used on limited basis because of lack of time

All these are done in classes-all classes contain materials for these purposes but mostly in 1st grade and some at 2nd grade.

20.2 Cognitive development in later grades (grade 4 and above) 20.2 NA

0-method not mentioned
1-specify or xerox p. no. and document (only grade 1 & 2 in 1970-71)
n.a.-no grade 4 or later grades

QUESTION 19.0 16a

II. STATEMENT OF NEED

A. The bilingual problem is very acute in the three schools directly involved in the project. Mexican-American children comprise 97 percent of the enrollment in both Zavala and Dolores Schools, while Lockhart Elementary has over 60 percent of its total membership among Mexican-American students. It is anticipated that the majority of the project population will be made up of Mexican-American students, since Lockhart schools practice ability grouping and the language handicap generally places the Mexican-American children in the same groups. Throughout the fifteen-county area served by Region XIII Education Service Center approximately 22 percent of all students enrolled speak Spanish as their first language. Many of the schools are in need of bilingual education programs and will be able to secure technical assistance in implementing local programs through this project. A minimum of 35 school districts in the Region XIII area could benefit from bilingual instruction.

B. Eighty-seven percent of the children in the target schools whose mother tongue is other than English, ages 3 to 18, come from low income families.

19.0

2. Plans for the Second Year of Operation

The activities of this project will be developed around four program components. These components will include implementation of the instructional program; identification, usage, and evaluation of materials which includes adaptation and development; staff development, and parental involvement activities.

The program will involve five first grade and five second grade bilingual classes and four control groups in three campuses, Lockhart Elementary School, Dolores Parochial School, and Zavala Elementary School. The classes in Lockhart will be organized with teachers working as a team; monolingual teachers will teach in English and bilingual teachers in Spanish. Teachers in Dolores and Zavala Schools will have self-contained classroom organization with each teacher responsible for instruction in both languages.

Individualization of instruction will continue to be of major concern. Methods employed to create awareness of the need for this type of instruction will be dependent upon needs as determined from observations using instruments included in the evaluation design.

The instructional component consists of five major areas taught in two languages: communication skills which include oral

language development, reading and listening; computational skills; acceptance and appreciation of the child's cultural heritage and the dominant culture; and self-concept.

The materials component consists of identification, usage, and evaluation of a wide variety of instructional materials to determine those most effective for use in Central Texas schools. Acceptable materials will be identified early in preparation for teacher selection before the beginning of the school year. Included in this component are the adaptation of existing materials and the development of new materials as needs are determined. Other teaching aids needed to support the instructional program will be developed.

The initial step in the implementation of the project will involve orientation to the program of all personnel, administrators, teachers, and teacher-aides. This is the first activity of the staff development component. Included in this component are teacher-aide training on their role in the classroom and professional and para-professional awareness of the processes involved in the teaching-learning process. A continuous staff development program will be developed to expand the introduction to the teaching-learning process and other areas identified as important to the success of the program. Experts in these fields will be retained.

21.0 SELF-ESTEEM 21.0 2,3,4,12,

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
See Xerox Copy 17a
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience experience charts used extnesively
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers } 1st grade children select activity from interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES (Flanders system for interaction analysis is used to determine if teacher helps child's self-image.) 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
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13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

lst grade children select activity from interest centers

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1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2,6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated -2nd grade and above. We have specific cultural content. lst grade-songs, dances, rhymes, tongue-twisters, etc.
7-other (specify)

Question 21.0 SELF-ESTEEM

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE _____ C. GRADE LEVE

D. NO. OF PARTICIPANTS 128 Students E. PROGRAM OBJECTIVES To develop in the child a positive self-concept.

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date
Teachers and teacher aides will demonstrate awareness of the need for children to have a positive view of self by using the child's language for instruction, using positive reinforcement practices such as praise, encouragement, acceptance of feelings and ideas, and by granting children freedom of interaction in structured and unstructured situations. Teacher and teacher-aide behavior in these areas will be measured using Flanders Interaction Analysis. At least 60% of interaction between teacher and student and teacher aide and student should fall in categories 1, 2, 3, and 9 which will indicate awareness of student needs as individuals that contributes towards a positive self-concept. Below 60% will indicate need for improvement which indicates a follow-up conference with teacher or aide to point out areas that need improvement. Extended follow-up on the conference will include a video-tape of an instructional activity for teacher and aide self-evaluation.	Four times during year	Project Director	• Data compiled on instrument • Used for conference with teacher • Data kept in project office in teacher's file folder

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 4,5,8
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
C,139 (4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
See Xerox Copy 18a,b (5)-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
(8)-Other (specify) stories, poems, games, dances, historical incidents, biographies, holidays
C 138, 139

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1
0-group not specified
(1)-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned
Every classroom has at least 100 books in Spanish and English

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 4,5,8
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
C,139 (4)-Itemization of surface aspects of a country--geography, dates of holidays etc.
See Xerox Copy 1 9a, b (5)-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
(8)-Other (specify) stories, poems, games, dances, historical incidents, biographies, holidays
C 138, 139

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1
0-group not specified
(1)-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned
Every classroom has at least 100 books in Spanish and English

24.2 An ethnic studies library is provided for: 24.2 0
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

A. COMPONENT NAME Materials B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL Second

D. NO. OF PARTICIPANTS 146 Students E. PROGRAM OBJECTIVES To develop instructional materials directly associated with the child's cultural heritage.

P R O D U C T

F. PERFORMANCE OBJECTIVES	G. EVALUATION		
	Date or Frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date
A resource guide of materials directly associated with the child's cultural heritage will be developed as evidenced by production and availability of the guide. 1. The guide will contain at least seven sections. 2. There will be a section on each of the following: stories, poems, games, dances, historical incidents, biographies, and holidays.	December, 1970	Materials Specialist	· Guide available for teacher use

A. COMPONENT NAME Materials B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL Second

D. NO. OF PARTICIPANTS 146 Students E. PROGRAM OBJECTIVES To develop instructional materials directly associated with the child's cultural heritage.

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or frequency of measurement	Person (s) Responsible	Data collecting and reporting, including due date
The materials specialist will develop a system of research and evaluation of materials associated with the child's cultural heritage that are relevant to the age group. Seven areas will be researched and evaluated: stories, games, poetry, dances, historical incidents, biographies and holidays, As a result, a resource guide suitable for the age group will be developed and used as a part of the instructional program.	September and October, 1970	Materials Specialist	• Development of method for research and evaluation of materials to be included • Preliminary compilation of materials • Completion of guide, December, 1970
	May, 1971	Materials Specialist	• Data compiled to determine effectiveness • Recommendations for revisions made and immediate follow-up

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,3,5,6,9,11

0-method not specified
no-no provision for informing community
P,57 (1) bilingual newsletter
2. monolingual newsletter
(3) news sent to mass media.
P,56 4-if articles included with project, check 4
(5) bilingual fliers sent home
(6) formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
(9) home visits
C,10 10-other (specify)
(11) project director personally involved in program dissemination. specify how

-meet with parents at all parent meetings & with advisory boards
-however parental involvement specialist attends all meetings & communicates directly with community

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4,12

0-type not specified
no-not sought
See Xerox Copy 19d 1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4) community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how
C,11 (12) parent conferences

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,6

no-no mention of school seeking to be informed about community
(1) meetings open to the entire community conducted in both languages
(2) community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
(6) through the parental involvement specialist and her assistants

24.6 The school is open to the community through: 24.6 1,2

0-not mentioned
See Xerox Copy 19e no-school is not open to community for community use
(1) opening school facilities to the community at large for use after school hours and on weekends

7-informal meetings open to entire community
8-meetings conducted in both languages
C,10 (9)-home visits
10-other (specify)
(11)-project director personally involved in program dissemination. specify how

-meet with parents at all parent meetings & with advisory boards
-however parental involvement specialist attends all meetings & communicates directly with community

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4,12

0-type not specified
no-not sought
See Xerox Copy 19d
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

C,11 (12)-parent conferences

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,6

no-no mention of school seeking to be informed about community
(1)-meetings open to the entire community conducted in both languages
(2)-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
(6)-through the parental involvement specialist and her assistants

24.6 The school is open to the community through: 24.6 1,2

See Xerox Copy 19e
0-not mentioned
no-school is not open to community for community use
(1)-opening school facilities to the community at large for use after school hours and on weekends
C, 12 (2)-providing adult education courses
3-other (specify)
evening meetings are held at the schools-advisory boards and regular meetings held at night

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,6,7

1-newspaper articles -11 in 2 yrs.
2-radio programs-meetings are announced by radio stations
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program
7-bilingual newletter-4 times/yr.

A. COMPONENT NAME Parental Involvement B. DOMINANT LANGUAGE _____ C. GRADE LEVEL 1,2,3

D. NO. OF PARTICIPANTS 30 E. PROGRAM OBJECTIVES To organize advisory boards in each of the three target communities.

P R O D U C T

F. PERFORMANCE OBJECTIVES	G. EVALUATION		
	Date or Frequency of measurement	Person(s) Responsible	Data collecting and reporting, including due date
A limited number of parents whose children are in the program will be elected or appointed to serve as advisory board members within the existing advisory boards. They will assist in planning and conducting the program. Participation will be measured by records kept of members, attendance at meetings and discussion (Attachment XIX). 1. Each school will have an advisory board functioning all year (3 advisory boards).	April, 1972	Parental Involvement	.Data compiled and filed in project office .Due mid-April, 1972

A. COMPONENT NAME Parental Involvement B. DOMINANT LANGUAGE _____ C. GRADE LEVEL 1,2,3

D. NO. OF PARTICIPANTS 30 E. PROGRAM OBJECTIVES To organize advisory boards in each of the three target communities.

P R O C E S S

H. PERFORMANCE OBJECTIVES	I. EVALUATION		
	Date or Frequency of measurement	Person(s) Responsible	Data collecting and reporting, including due date
The parental involvement specialist and members of boards already functioning will meet with parents, whose children are in the first grade program to elect or appoint new members to the existing advisory boards.	September, 1970	Parental Involvement Specialist	.Records of meeting filed in project office
Advisory board members will show interest in planning and conducting the program by attendance and participation in meetings organized by them. Meetings will be documented as a means of assessing interest and effectiveness. (Attachment XX)	Monthly	Parental Involvement Specialist	.Data compiled of board meetings .Filed in project office

Each school has a functioning bilingual advisory board with six to nine members in each. Their main functions have been to support and assist with the program activities. The specialist has received much assistance from them in these areas. Monthly meetings have been held since the project's implementation with 90 to 100 percent of parents in attendance.

Parent participation in meaningful school-related activities has been accomplished. Forty percent of the parents have participated in some activity from September to March. Parents in Zavala School have become more active since many already were serving the school in some capacity. They have participated as chaperones on field trips, aides in the classroom, as well as serving and baking for school projects. Dolores School has a similar parent participation program. In addition parents have relieved the teacher of supervision during recess and lunch activities. Parent conferences encouraged by the specialist and enthusiastically supported by the teacher and administration have become an integral part of the school routine. Lockhart parents slowly became involved in the parent participation program. Since it is mainly a rural area whose residents suffer economic deprivation of varying degrees, it was a slower process. Sewing curtains, baking for parties, and serving as aides during holiday activities have been their major contributions. Attendance at parent meetings has increased from five during the first meeting to forty for the April meeting. Parent attendance in meetings in the other two schools has ranged from 12 to 40.

Opportunities for classroom observations have been well received by parents. Final evaluation has not been done but over 300 observations are already documented.

B. First year operation of the program has been a general success with final evaluation still to be completed. An experienced teaching staff and administration plus the work done by the project staff have had a definite impact on the over-all program. Teaching methods have been modified to meet children's needs and the changes in the curriculum. Process objectives are being met as evidenced by planned observation procedures used in evaluation.

Parent participation in Spanish classes organized and implemented for them has met with very limited success. Questionaires sent to parents indicated interest but actual participation was not successful. A different approach will be implemented as part of the parent education program.

C. Long range objectives remain as stated in original proposal.

D. Program modifications consist of the addition of a parent-education program to assist parents in helping their pre-school children develop an experiental background before starting formal schooling. Since these children come to school with limited experiences that encourage development in either language, this is of major importance. Methods of assisting their children already in school will also be included. A more detailed explanation of the parent education program is included in the evaluation design.

-all 3 schools have done this. Control rooms are difficult to find because of this.

25.2 Project's impact: 25.2 1,2,3

(1) Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
(2) Project mentions other schools in the local educational system have started bilingual programs -3 school districts
(3) Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs - the 2 Universities have implemented bilingual education degree programs-U. of Texas and St. Edward's. Also Southwest Texas at San Marcos.

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 2

0-not mentioned
1-published measures
(2) staff developed measures =Cross Cultural Inventory; Mi Clase-My Classmates- Self-Concept Scale
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 0

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 0

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 2
1-A comparison group has been chosen
(2) A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2,4,6,8 C,165
1-Pre-tests have been given to project group or sample
(2) " will be " "
3-Post-tests have been given to project group or sample
(4) " will be " "
5-Pre-tests have been given to comparison group
(6) " will be " "
7-Post-tests have been given to comparison group
(8) " will be " "

See Xerox Copy 20a

C. Project Time Line - Flow Chart

• Selection of new equipment and materials • Submit audit contract to U.S.O.E. • Linguistics and Language Development Workshop - ESC Staff			July, 1970
• Identification of first grade pupils for pilot and control classes • Orientation of project teachers, paraprofessionals, principals and other supervisory personnel	• Initial meetings with parents of pupils in pilot classes • Identify additional community leaders • Work in the field	• Familiarization with materials by staff and teachers • Selection of materials by staff and teachers	August, 1970
• Evaluation model fully developed • Implement ten pilot classes and four control classes • Pre-Test all pilot and control classes • Orientation of other teachers in the schools not directly in the project	• First organized activities for parents, week of 21st. • Reorganize committees • Identify volunteers • Work with leaders in planning • Organize adult classes	• Half-day meeting to discuss materials, test results, program procedures, week of 14th by staff • Identification of materials for development	September, 1970
• Half day meeting per month with consultants to plan and evaluate progress of program-all project personnel • Staff work in classrooms with teachers • Pre-Audit activities completed	• Two planned meetings per month in each of three target communities • Parent conferences • Classroom visitations by parents	• Half-day meeting per month on materials evaluation • Development of new materials • Materials specialist visits other projects	October, 1970